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ABSTRACT

This document contains three papers from a symposium on the past, present, and future of human resource development (HRD). "Revisiting the New Deal: A Longitudinal Case Study" (Judy Pate, Graeme Martin, Jim McGoldrick) draws upon data from a longitudinal case study of the links between job security and HRD to examine the new psychological contract between employers and employees in the context of changing economic circumstances. "R. Wayne Pace, First President of the Academy of Human Resource Development: An Historical Perspective" (Heather Hanson, Gary N. McLean) uses information from original documents, a historical video, and electronic conversations with R. Wayne Pace, first president of the Academy of Human Resource Development, and six of his colleagues to provide a brief history of Pace's activities as a leader in school, church, and the field of HRD, with special attention to his eclectic background in organizational communication and HRD. "HRD: A Perspective on the Search for New Paradigms in a Time of Crisis" (Ross E. Azevedo, Gary N. McLean) uses Kuhn's and Nagel's frameworks to explore the death of a mixed paradigm for HRD and proposes 18 activities to help identify new paradigms for the field of HRD. All three papers include substantial bibliographies. (MN)

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2002 AHRD Conference

HRD: Past, Present and Future

Symposium 30

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CE 084 670

Revisiting the New Deal: A Longitudinal Case Study

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This paper examines the new psychological contract in the light of changing economic circumstances by examining evidence from a longitudinal case study of the links between job security and HRD. The case study draws on data from surveys and interviews. Our conclusions support the hypotheses that it is employee demand, driven by a fear of job insecurity, which underlies much of the recent upsurge of interest in HRD rather than the more optimistic employability thesis.

Key Words: New Deal, Psychological Contract, Case Study

Throughout the 1990s there was a plethora of mainly US literature that made much of the impact of changing market conditions and changing psychological contracts on careers and career development. At root, the general tone of this writing was optimistic in nature. Much political capital was made of the increased expenditure and efforts made by employers on HRD in the US (Marquardt, 2000) and in the UK (Milward, Bryson & Forth, 2000). At the same time the new career literature focused on the positive benefits of the breakdown of the old psychological contract or old deal. This resulted in employees no longer being offered job security but instead being offered employability (opportunities for continuous learning and enhanced future marketability) in return for their willingness to commit themselves to work flexibly for their present employers. This new psychological contract or new deal and new career literature became associated with concepts such as "boundaryless" (Arthur, 1994) and "protean" or variable careers (Hall & Moss, 1998), both of which connoted individuals largely seeking psychological growth moving along career paths that were discontinuous and often outside the boundaries of single firms.

In much of the writing on new patterns of employment, the benefits to individuals are stressed in the form of increased opportunities for learning and for balancing work and life style issues. However, the evidence and discussion largely focused on the new economy and on employees of new organizational forms such as networked and cellular structures, with much of the data drawn from employees in Silicon Valley and others parts of the golden triangle in the US. Because of this rather restricted empirical base, this literature was criticised for its apocalyptic tone and lack of transferability to other, more traditional parts of the US economy, for example, the considerable US public sector and the burgeoning, largely low-skilled, service economy (Thurow, 1999). Such criticisms were even more widely voiced in countries that had not experienced the levels of continuous growth which characterised the US economy for nearly all of the 1990s, such as most of those in Europe, including the UK, France and Germany (Eire was a notable but limited exception). In essence, it was argued that the new deal and new careers were limited to small(ish) pockets of the US economy and high growth regions in Europe with the benefits only likely to be felt during periods of sustained economic growth.

This is not to say that academics in Europe failed to observe changes in employment relationships, careers and in the relative importance that individuals were placing on their own career development. Rather it shows that they were less likely to see these changes in wholly positive terms, believing that these concepts were heavily tied to the features of particular labour market conditions. Thus, given the US/new economy focus of the literature, it comes as no surprise as Sullivan (1999) has pointed out, that there were few studies that examined the negative changes in employment relationships associated with new psychological contracts. She noted three such US studies (Tsui, Pearce, Porter and Tripoli, 1997) that highlighted the negative outcomes of changed. In contrast, there were a much greater number of studies in the UK that gave the new career literature a more critical treatment (see, for example, Kessler and Undy, 1996; Thomson and Dunkerly, 1999).

Theoretical Framework

The concept of the psychological contract has also been embraced by the academic community from a number of disciplines including psychology (Mansour-Cole and Scott, 1998; Deluga, 1994), sociology (Fincham and Rhodes, 1988; Delbridge and Lowe, 1997) and human resource management (Sims, 1994; Rousseau and Greller, 1994). Academics have firstly aimed to establish the prevalence of changes in the psychological contract

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(Herriot et al 1997; Guest and Conway, 1998) and secondly offered models and theories to advance understanding of the factors that shape the psychological contract (Guest et al, 1996; Rousseau, 1995).

Our study is rooted in this framework and explores the relationship between career development, the demand for training and job security. This study examines what we referred to as the optimistic and pessimistic versions of the new deal and its relationship to the demand for training. The optimistic version of the increased interest in HRD by organizations and employees was linked to the *employability thesis*, which can be stated in the following terms. The new, transactional psychological contract, established by employers to deal with fluctuating demand conditions associated with global competition, has provided employees with a flexible process of training and (essentially) self-development to ensure that they become more employable internally if circumstances permit but externally if the firm experiences a downturn. Indeed, the Silicon Valley version is premised on the assumption that constant change of employees among employers in that region is one of the reasons underlying its success and that boundarylessness is a positive virtue. Consequently, it is this new and enlightened employer position that has led to an increasing interest by employees in training and development to cope with the new rules of the game. It is also argued that such boundarylessness suits the changing aspirations of new economy employees who value change and learning more than their old economy colleagues do. Such transitions have come to be associated with *cosmopolitan* personalities who were more likely to change jobs and employers and view HRD in terms of psychological growth (Larwood, Wright, Desrochers and Dahir, 1998)

The more pessimistic position, which we label the *employee-driven demand thesis*, makes much of how employees adjust to the reality of downsizing and to perceptions of job insecurity and feelings of powerlessness by engaging in a transactional form of employment relationship. Through this they seek to acquire more skills to make themselves more employable internally and by increasing their expectations of what they are owed by their employers from training and development. Such reactions to HRD are associated with *local* personalities (Larwood, Wright, Desrochers and Dahir, 1998) who are more likely to engage in HRD for political reasons and have a narrower interest in HRD. Consequently, from this perspective it is employee politically driven demand rather than employer initiatives or psychological growth that have been the primary influence on training and development moving up the agenda for both parties.

Our main conclusion, drawn from our single case study of mainly lower level employees working in a traditional industry and with relatively limited opportunities to move jobs, provided much more support for the pessimistic version of why HRD had moved up the agenda. This finding contradicts employer claims that they were behind the increased emphasis on training and development because of uncertain market conditions and their desire to make employees more employable.

Our study has the benefit of a degree of longitudinality in being able to relate changes in employee aspirations, expectations and satisfaction to changes in context, an advantage rarely enjoyed by the cross-sectional survey research which have underpinned much of the US based career literature. And it is precisely the importance of relating changing career orientations, patterns of HRD and context that are likely to loom large in the coming years, given the recessionary pressures in the world economy. It is interesting to note how the literature on careers and boundarylessness changed as the US economy began to decline during 2000. With the events following September, 11th and the possibility of much more restricted growth in the world economy, studies which focus on changing contexts and HRD are more likely to be of use to academics and practitioners than those which were built on "years of feast". For this reason, we have revisited our original study and use new data to examine how employees' demand and satisfaction with training and development is influenced by the local economic and organizational context in which they find themselves and to further test the employee-driven demand thesis.

Research Questions and Propositions

To test our two propositions, we have attempted to answer the following questions:
First, to what extent had training and development become more important to employees over the four years of research? Second, was there a mismatch between employees' expectations and desires on training and development and what the company provided? In other words had the employer violated psychological contracts in this area (Rousseau, 1995)? Third, if any violation was experienced, what impact did this have on employee perceptions or behaviour? Finally, how did attitudes to HRD change over time and context?

Methodology

Many of the psychological contract studies have drawn conclusions from national surveys (see Guest and Conway, 1997; Kessler and Undy, 1996) or from questioning postgraduate students (for example see Rousseau

and Parks, 1993). As a result these studies have ignored the importance of context or have used a small and unrepresentative sample. The strength of this research lies in the narrative accounts of 'real' experiences within a case study organisation and highlights the influence of contextual issues in the analysis of psychological contracts (Yin, 1994; Eisenhardt, 1989).

The research is based on a single case study, a medium-sized industrial textile company employing approximately 600 people in 2000. The company was based in a small rural town in Scotland. The company has four separate sites in the locality specialising in various aspects of the product range (Figure 1, below, outlines the characteristics of two contrasting sites). Four lines of commodities were produced in the year 2000: industrial yarns, floor-coverings, industrial textiles and geo-textiles.

Between 1986 and 1999 the company was a wholly-owned subsidiary of a multinational holding organisation producing polypropylene products. The period 1996 – 2000 was characterised by ongoing change due to pressures from the shareholders and the market. As a result the company reduced the workforce from 660 in 1996 to 600 in 1999 with further redundancies expected in 2001. This action had a predictable "knock on" effect on employee perceptions of job security. At the same time the company's directors had attempted to create a new organisational culture based on customer service, flexibility and good human resource management. These changes were accompanied by the directors "talking up" training and development and in increasing effort and expenditure in specific areas of training such as continuous improvement, healthcare and team working.

In November 1996 employees were told of new plans to reorganise its productions facilities by locating two of the older sites close by the two newer sites. This relocation of facilities would create one large "greenfield" site that would allow the company to rationalise its organisational structure and to "downsize" its employment levels. In this connection, although training had been primarily focused on business needs, the outgoing human resources director claimed that such training had also been undertaken with a view to helping secure employment for those who would need to be "let go".

The period 1997 - 1999 witnessed a difficult time for the company due to the strength of the pound and operating in a mature global market. This was coupled to problems with quality and the loss of major customers. The company responded to this problem in two ways, development activities and employee training. In 1998 the overall holding organisation put the company on the market and it was bought by a family-owned Greek company. The uncertainty associated with the sale of the company had implications for perceptions of job security and morale.

Data Collection

The research occurred during the period 1996-2000, though we have drawn on a consultancy survey conducted in 1994. The research design has adopted a mixed methodology approach (Cresswell, 1994). The purpose of the quantitative aspect of the research was to use repeated cross-sectional data from employee surveys (conducted in 1994, 1996 and in 2000) to provide a longitudinal test of our key research questions. A consultancy firm undertook the first survey in 1994 and the following surveys, undertaken by the researchers, retained the key questions from the first survey for comparison. The 1996 survey was distributed to the whole workforce with an 80% response rate (from a total population of approximately 660). In the year 2000, due to pressures of work, the company was not prepared to allow all members of the organisation to complete the survey in worktime as they had in 1996. As a result a stratified sample (structured to reflect the proportion within each site) of employees was identified, the response rate was again high at 52%.

In the second phase of the research focus groups and in-depth individual. The organisation was made up of five distinct sites and a stratified random sample was selected to gain a representative group from each site. During 1997 one hundred and five interviews were conducted in total. In 1999 the company agreed to follow up interviews with employees but felt unable to allow us to interview the same 105 employees as in 1997. Consequently 50 employees were re-interviewed; involving 10 randomly selected from each site, due to the confines of this paper the findings of only 2 sites were reported.

The purpose of the qualitative dimension of the study was to determine whether, how and why different groups of employees come to hold varied perspectives on training and development during the six-year period between the surveys and to ground these perceptions in a specific context (Basznger and Dodier, 1997). Specifically we were interested in how an explicit and implicit employer position to renegotiate the psychological contract by offering more training for greater employee flexibility in a context of declining security in employment had influenced employee perceptions of the contract. This attempted renegotiation of the contract was revealed to us through interviews with some of the key directors and human resource staff, who recognised that the lifetime employment contract for some employees was not possible under current and forecast market circumstances.

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Results and findings

Ranking Of Employee Expectations on Training and Development

In all three surveys employees were asked about how important certain aspects of the employment contract were to. In absolute terms the data appeared to show that all aspects of what employees valued had become more important during 1994-6 and 1996-2000.

Table 1. *The Ranking of employee values 1994-96*

EMPLOYEES VALUES	1994 MEAN	RANK	1996 MEAN	RANK	TWO SAMPLE T-TEST(D.F>150)	P VALUE
Job security	1.50	1	1.28	1	-9.38	P<0.01
Being well paid	1.70	2=	1.34	2	-14.72	p<0.01
Good relationships with colleagues	1.70	2=	1.41	3=	-2.03	p<0.05
Enjoy your job	1.80	4=	1.60	7	-6.68	p<0.01
Know what is going on	1.80	4=	1.51	6	-11.13	p<0.01
Good working conditions	1.90	6	1.47	5	-17.68	p<0.01
Receiving suitable training	2.00	7=	1.41	3=	-23.95	p<0.01
Knowing what 'customers' think	2.00	7=	1.51	9	-3.32	p<0.01
Working for a caring company	2.00	7=	1.67	8	-12.2	p<0.01

Table 2. *The Ranking of employee values 1996-2000*
The table below illustrates issues which employee's value and how they had changed between 1996-2000. The Likert scale was 1 =strongly agree, 2=agree, 3=neutral, 4= disagree and 5= strongly disagree and n = 105.

EMPLOYEES VALUES	1996 MEAN	RANK	2000 MEAN	RANK	TWO SAMPLE T-TEST (D.F>150)	P VALUE
Job security	1.28	1	1.33	1	0.70	P>0.05
Being well paid	1.34	2	1.46	4	1.29	p>0.05
Good relationships with colleagues	1.41	3=	1.55	6	-1.47	P>0.05
Enjoy your job	1.61	7	1.70	8	1.29	p>0.05
Know what is going on	1.51	6	1.50	5	-0.17	p>0.05
Good working conditions	1.47	5	1.45	3	-0.22	p>0.05
Receiving suitable training	1.41	3=	1.44	2	0.32	p>0.05
Knowing what 'customers' think	1.90	9	1.93	9	0.45	p>0.05
Working for a caring company	1.67	8	1.69	7	0.18	p>0.05

The important point to note about the data in tables one and two is the relative ranking of training and development, which, according to the data, has consistently moved upwards in employees' preference schedules. This greater priority accorded by employees to HRD was further supported by the qualitative data as employees felt that training gave them 'more strings to their bow'. The organisation had also emphasised the importance of training and development but employees were sceptical of the employability rhetoric of the company. A typical comment was "they are not going to spend all that money so we can go somewhere else. They'll spend money so they can get more out of us!"

Violation of the Psychological Contract

Employees (in the 1996 and 2000 surveys only) rated different aspects of the company mission statement according to (a) how important they *personally* regarded them and (b) how they saw them being put into *practice* by the company. Table three and four show that in both 1996 and 2000 employees perceived the largest, statistically significant gaps between what they *valued* about the mission statement and what they saw the company putting into *practice* were: providing a fair system of financial and non-financial rewards; providing open communications, and providing opportunities for personal *development*.

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Table 3. *The gap between the value employees place on dimensions of the company mission statement and how employees see the company putting these dimensions into practice. 1996*

Key Dimensions of the Mission Statement	VALUE TO INDIVIDUAL	COMPANY PRACTICE	2 sample T-test(d.f. > 150)	P Value
High levels of customer service	3.68	3.69	-0.25	p > 0.80
Conduct business with honesty	3.60	3.39	5.96	p<0.01
Maintain safe working environment	3.73	3.63	3.47	p<0.01
Give people more responsibility	3.45	3.14	7.82	p<0.01
Provide challenging work	3.17	2.85	8.80	p<0.01
Provide personal development	3.23	2.69	11.17	p<0.01
Provide fair reward system	3.50	2.65	14.87	p<0.01
Provide open communications	3.49	2.80	13.50	p<0.01
To be environmentally aware and socially responsible	3.30	3.23	4.74	p<0.01
Fair return to the shareholder	3.34	3.66	-8.87	p<0.01

(Scale: 1 important, 4 is not at all important).

Table 4. *The gap between the value employees place on dimensions of the company mission statement and how employees see the company putting these dimensions into practice, 2000*

Key Dimensions of the Mission Statement	VALUE TO INDIVIDUAL	COMPANY PRACTICE	Two sample T-test(d.f. > 150)	P value
High levels of customer service	1.20	1.27	-1.00	p > 0.05
Conduct business with honesty	1.27	1.56	-3.05	p<0.01
Maintain safe working environment	1.16	1.33	-2.53	p<0.01
Give people more responsibility	1.51	1.99	-4.61	p<0.01
Provide challenging work	1.87	2.43	-4.84	p<0.01
Provide personal development	1.75	2.53	-5.85	p<0.01
Provide fair reward system	1.63	2.63	-7.57	p<0.01
Provide open communications	1.49	2.45	-7.33	p<0.01
To be environmentally aware and socially responsible	1.53	1.86	-3.00	p<0.01
Fair return to the shareholder	1.59	1.47	1.22	p>0.05

(Scale: 1 is important, 4 is not at all important).

The gap between policy and practice was corroborated by the qualitative data. One employee summed up the feelings of many: "If someone says to me 'we'll give you training' then they should do it. But nothing happened! If it doesn't mean anything, there's no point saying it!"

Consequences of Employer Violation

The quantitative and qualitative data also showed that there were significant negative associations between: being given adequate skills to do their jobs and enjoying their jobs and being given plenty of opportunity for career development and enjoying their jobs
These findings were in line with Robinson and Rousseau's (1994) research on the association between employer violations of psychological contracts and the lower levels of job satisfaction of those employees who continued to work for their employers.

Variation amongst Sites Levels of Jobs

Although the data for the company has shown some general trends, employee expectations varied amongst sites during the period covered by the 1996 and 2000 survey. Two sites in particular referred to as *Site A* and *Site B* (see Figure 1) exhibited markedly different attitudes towards training and development. A comparison of these two sites showed that *Site A* agreed more strongly than *Site B* that it was important to receive suitable training (1996: two sample t-test t (224) = 2.58; p <0.05 and 2000: t (30)=2.54;p<0.05). The data also showed that workers at *Site felt* that there were fewer opportunities to acquire relevant skills. A typical comment was "I would take the opportunity if I was given the chance, but we haven't been given the chance!" It was also suggested that that there was less scope for career development than in *site B* as "there is no place to go" with a flat organisational structure.

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Our data showed that there was a significant difference between 'blue collar' and 'white collar' employees. White-collar employees expected to have a long term 'career' whereas blue-collar employees tended to accept the realities of their market position and limited prospects for promotion are expressing satisfied with a 'job'.

Figure 1. A Data Display Comparing Shop-floor Employees in the Two Sites based on the Interview Data.

	Context	Causes	Content	Consequences
Site A	New, stand-alone venture. Difficult market circumstances coupled with the revolving door sackings. Young(ish) male workforce. Fewer opportunities for advancement.	1. Increased insecurity increased the desire to be employable. 2. Career orientation of minority of shop floor workers but majority of white-collar staff 3. Restructuring of jobs and increased responsibilities	Perception that the contract on training had not been delivered. Lack of trust in management Perceptions of an unfair promotion system	Feelings of resentment in area of promotions. Acceptance of their position given lack of alternatives. Demand for more training
Site B	Old established weaving site. Older workforce with long service in company but also with previous experience of site closure	4. Heightened insecurity due to redundancies 5. Low discretion jobs but some limited restructuring and demands for some new skills. 6. Absence of career orientation amongst shop floor workers	Perception that the contract on training had not been delivered, even in the context of low discretion jobs.	Feelings of powerlessness but little resentment. Acceptance of their position given the lack of alternatives.

Our general conclusions from the data for the company as a whole were (a) that employees had come to value training and development significantly more highly throughout the period and (b) that they also saw training and development as one of the key areas of the psychological contract that had been most violated during the period covered by the surveys. Moreover, this violation seemed to be associated with lower levels of job satisfaction. However, employees' perceptions and expectations concerning training and development varied amongst sites. The qualitative data showed two sites, in particular, to hold markedly different attitudes towards training and development. These sites operated in quite distinctive product and labour markets and employed different types of people, which, we believe, have a major influence on how they responded to questions on HRD and career development.

The survey data appears to provide some support for the second hypothesis that the demand for training and development was primarily employee-driven and was associated with heightened expectations and perceived violation of the psychological contract in this area. These data also suggested the importance of key contexts in shaping variations in employees' perceptions. As we indicated, to explore these issues further we undertook focus groups in all sites and individual interviews with employees in the various sites. We expected that such data might not only provide a degree of triangulation for the research programme but also give a dialogical and contextual account(s) of the variety in employee perceptions found in the surveys (Keenoy, Oswick and Grant, 1997). For reasons of time and space we cannot discuss these data but only allude to them in the comments below.

Contribution to the Development of HRD

The purpose of this study was to explore two hypotheses concerning changes in the psychological contract and the so-called "new deal", with a view to revisiting this concept in the light of changed economic circumstances in the world in general.

Our storyline is that, despité the directors claiming that employability had been a key feature of their thinking and practice, few employees saw their employer as particularly enlightened; nor did they see *employability* as the main reason underlying the increased emphasis of the company or its employees on training and development. Instead all of our data provide support for the *employee-driven demand thesis*, which implicates political behaviour by employees in placing increased value on training and development. Such political behaviour is associated with employees trying to adjust to a climate of increasing job insecurity *by making themselves more employable inside the company*. The increased expectations of training and development that accompany this enhanced valuation of training and development are clearly linked to employees' perceptions that the company had failed to deliver on the promises made in this area. In this case, although the company may have "talked up" training and development (in the mission statement and policy documents) and in actually delivering training in areas such as safety, they did little to honour their "side of the bargain" by giving employees the kind of skills that they regarded as necessary to secure their future. This was seen to be a violation of the contract even in circumstances where employees had low-discretion jobs and low expectations of training.

Though we can only allude to the interview data, the stories told by employees, in particular, show that training and development have become a more valued part of the psychological contract of employees. They also show that employees view this as one of the key aspects of the contract where employer rhetoric did not match reality. Moreover, as Robinson and Rousseau (1994) found, there is also evidence to suggest that the more employees perceive the company to violate their obligations with regard to providing skills and career development, the less satisfied they are with their jobs.

Leaving aside the question of variation among sites for the moment, the data from the survey, the focus groups accounts and the text of the interviews in both sites generally corroborated each other on the increasing expectations of employees for more relevant training and development and the failure of the company to deliver in these aspects of employment. These perceptions are particularly evident in *Site A*, which employ a younger workforce, many of whom - at the time of the survey - felt more worried about job security than in *Site B*. Inevitably, such feelings of insecurity in *Site A* are linked to their lack of power to influence their employment prospects, given the location of the company and the lack of suitable alternative employment in the area. Thus, worries about job security, perceptions of contract violation have led employees to a more *transactional* or exchange-based view of their psychological contracts rather than the old-style *relational* contracts, which involved a guarantee of job security in return for commitment.

However, these data and accounts also show that production workers and white-collar workers see things differently. The horizons of production workers, particularly in *Site B*, tend to be *local* (Gouldner, 1957), consistent with the lack of discretion in their work, their expectations of alternative employment and their lack of ambition. Thus, their expectations of training and their views on careers were shaped by their desire to remain employable'. Consistent with the work of Larwood, Wright, Desrochers and Dahir (1998) these employees are more likely to engage in HRD for political reasons and have a narrower interest in HRD. On the other hand, white collar workers, whilst influenced by the lack of alternatives, have broader *cosmopolitan* orientations (Gouldner, 1957; Larwood, Wright, Desrochers and Dahir, 1998) and see training and development as a means of making themselves more marketable outside of the company and as part of a natural process of life-long learning.

In summary, within this one company there were sufficient similarities between sites and groups of workers to support the employee-driven demand thesis concerning the psychological contract and HRD. However, it is also true that there are important differences between sites and between categories of employees. These differences have allowed us explore the importance of contextual factors such as historical, organisational and product market influences and to examine the importance of the "causes" of the psychological contract such as site culture, human resource practices, alternative opportunities for work and some key demographic variables.

For practitioners, the implications of these findings are three-fold. First, when employers' rhetoric on human resource development is not matched by practice it can sometimes rebound on them to produce paradoxical and counter-intentional effects (Dahler-Larsen, 1997). Thus, for example, Maitland (1994; 1996) argues that employees have come to learn the lessons of market economics only too well and, like pay and communications, training and development may have become something of a "moving target" for organisations. So, instead of being satisfied with what employers are delivering under this new deal, a dynamic is set in progress where employee expectations with regard to training and career development increases rapidly and, consequently, lead to constant and increasing frustrations as employers are seen to fail to meet their side of the bargain.

Second, job security remains, and will continue to be in the near future, a key source of worry for many employees who work in downsized organisations. In a study that is surely one of the most important antecedents of the psychological contract literature, Alan Fox (1974) criticised the assumption of a natural consensus underlying much management practice and pointed out when workers perceive low trust initiatives on the part of management, these will be met by low trust responses. This low trust dynamic in the employment relationship is often masked by outcomes such low labour turnover and absenteeism. However, such apparent behavioural commitment should not be taken as evidence of attitudinal commitment or employee satisfaction with their "lot". Instead, it should be read as evidence of an asymmetrical power relationship in which workers are fully aware that no real alternative employment exists for them.

Finally, what employers sometimes regard as providing suitable training and development for employability is often at odds with what employees perceive as career-enhancing, even in relatively low discretion jobs. Thus employers' concerns with firm-specific training needs to be matched with individual needs for external employability if the revised new deal is to be seen as fair by employees. However, such a match can only be brought about when there are open and realistic discussions by both parties concerning their mutual expectations, perceptions and obligations with respect to training and career development.

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R. Wayne Pace, First President of the Academy of Human Resource Development: An Historical Perspective

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As a step in collecting living histories of HRD leaders, this paper provides a brief history of R. Wayne Pace, first President, and arguably (as many were involved) the founder, of the Academy of HRD. Original documents, an historical video, and electronic conversations with him and six colleagues were used. Pace has been a leader in school, church, professional, and personal lives. Pace exhibits a common characteristic of HRD leaders--an eclectic background in Organizational Communication and HRD.

Key Words: History of HRD, Academy of HRD, Wayne Pace

Over the years, and from its multiple roots, Human Resource Development (HRD) has produced many leaders who have made significant contributions to the field. The Academy of Human Resource Development (AHRD, the Academy) has recognized some of these leaders in its HRD Scholars' Hall of Fame. Most of those currently recognized are no longer alive. However, there are many leaders who are still alive and whose histories have not yet been adequately captured. One of these individuals is R. Wayne Pace, the first President and arguably the founder of the AHRD. In this paper we will present a brief history of Dr. Pace, highlighting his contributions to the field of HRD with specific emphasis on his contributions to the founding of the Academy. We see this effort as a first step in beginning to capture the histories of significant leaders in HRD while they are still alive to assist in the writing of those histories.

Research Problem

Often, histories are not written until the people involved are no longer alive to participate in the writing of those histories. While there is some benefit in writing a history from the perspective of hindsight (including the greater willingness of participants to offer negative observations or criticisms), there are also benefits in writing such a history while those involved are still able to participate. This is not an either/or question; present histories can always be revisited in the context of new insights that might come to light after the person involved is no longer alive. In this paper, we intend to provide a brief history (limited by the page limitations of the paper) of Dr. R. Wayne Pace, with some information on his personal life, but concentrating on his professional life and, specifically, his involvement in the founding of the Academy of Human Resource Development.

Significance of the Problem

The field of Human Resource Development has not done a very good job of capturing its own history. In another paper (Azevedo & McLean, in process), several texts in Human Resource Development were reviewed to determine their perspectives regarding the history of HRD. Many of the texts were silent about its history, while the others included only a very short history of the field. Few articles were found about its history, either, and few articles were found that provided a detailed history of the individuals who have been influential in the development of the field. This is a deficiency that needs to be remedied. An ancient Chinese proverb says that one should "...foresee the future by reviewing the past" (Kuo, 2001). By looking to our former leaders, we can better prepare our leaders for the future.

In contrast, the 1982 Yearbook of the American Home Economics Association provided a history of 70 of the leaders in Home Economics Teacher Education (Bailey & Davis, 1982). What a wonderful contribution such a book could make for HRD! We hope that this paper will serve as a catalyst to encourage researchers in the field to continue this beginning step, ultimately resulting in a book of such biographies, or, perhaps, an issue of *Advances in Developing Human Resources*.

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Historical Research Methodology

Gottschalk (1969) identified four essentials in writing the history of any particular place, period, set of events, institutions, or persons:

- the collection of surviving objects of the printed, written, and oral, of any materials that may be relevant
- the exclusion of those materials (or parts thereof) that are unauthentic
- the extraction from the authentic material of testimony that is credible
- the organization of that reliable testimony into a meaningful narrative or exposition (p. 28)

Similar to Gottschalk, Shafer (1974) presented three well-agreed-upon elements of method in conducting an historical study: learning what categories of evidence exist, collecting evidence, and communicating evidence.

For this paper, we first contacted Dr. Pace and obtained from him his curriculum vita, a personally developed history, a videotape of him sharing his history in an interview (Baldridge, 1989), a list of eight colleagues whom Pace was willing to contact to give his personal permission for us to seek additional information about him via e-mail, and the documents generated in the development of the AHRD. In addition, we were given permission to contact Dr. Richard Swanson, one of the key players in the founding of the AHRD. From the vita, we identified articles, textbooks, and other publications. All of the suggested colleagues were contacted, as was Dr. Swanson. Six of the nine colleagues contacted participated in providing information based on a set of questions sent to them (see Appendix). Dr. Pace also interacted with us via email throughout the process of writing this paper to provide additional information (at one point he indicated that we were being "very curious," but he generously responded to all questions posed).

There is one major problem in doing a history of a living person. For many reasons, not the least of which is continued friendship, in a living history it is very difficult, if not impossible, to be critical. None of the respondents provided any information that one might consider critical. Likewise, it would be an unusual person who would provide critical information about himself. Thus, there is nothing in this history that one would consider critical. No one, however, is perfect, and there are clearly areas of weakness or criticism that should be included in this history if it is to be truly authentic. Perhaps that aspect of the history will need to wait until after Pace's death.

Wayne's World

A colleague, Ken Baldridge, said of Dr. R. Wayne Pace, "His interests are varied; his sense of humor is infectious; he is constantly involved in a writing or consulting project—his energy seems boundless." This is a common perspective of those invited to comment on the work and personality of R. Wayne Pace. He has influenced many aspects of the education community, and in this paper we will examine many aspects of his life.

Wayne's Pre-professional Life

Pace grew up in a small community in Summit County, Utah. He attended North Summit High School. In high school, he was already exhibiting leadership abilities, serving as class secretary in each of the upper three years. He was also very active in athletics, lettering in four sports--basketball, football, baseball, and track. In his senior year, he captained both the basketball and football teams. Pace also participated in the school's debate team and his 9th grade class play.

He graduated in 1949 and decided to attend the University of Utah in the College of Education, on a scholarship based on his high school achievements. While he did not feel a strong pull toward education as a major, he declared that as his major as a way of retaining his scholarship. He majored in secondary education with a focus on Language Arts. This program was an experimental interdisciplinary program consisting of a combination of courses in English, journalism, and speech. Pace was one of the first students admitted to this program. In 1953 he graduated with a teaching certificate and his B.S. in Language Arts.

Pace claimed that he was a late starter in the dating game, but, as a popular athlete, he quickly caught up. His first steady girlfriend was his wife-to-be, Gae, whom he met in 1952. They were introduced in the driveway to his apartment, as his neighbor was giving her and her friends a ride home from a social activity at church. Gae was a bookkeeper at an insurance company in Salt Lake City at the time and dated Pace until March 19, 1953, when they were married in Salt Lake City.

After receiving his bachelors degree, he spent some time in the service. On July 28, 1953, he was inducted into the Army and stationed in Monterey, CA. Assigned to the Sixth Division of the Army, his duties included issuing military ID cards and Privilege Cards for dependents of military personnel. During his time with the Army, he participated in the All-Church basketball tournament and also formed a theater group and produced the operetta,

HMS Pinafore. The theater group performed for the soldiers in the area and also went on tour to Utah and performed at Salt Lake City and Ogden.

Pace's teaching career started at Box Elder County High School in 1955. Here, he taught speech, drama, and English; he was the coach of the debate team, director of two major theatre productions, and teacher in at least four courses. After a year at Box Elder High School, he decided to continue his college education on the GI Bill. After looking around at his options, he was offered an assistantship at Brigham Young University. In this position he was responsible for teaching an Introduction to Public Speaking class. Along with this job, Pace assisted with the debate team and other activities in the Speech and Drama Department. In 1957 Pace received his masters degree in Public Address and Rhetoric; his thesis topic was "A Study of the Speaking of B.H. Roberts—The Blacksmith Orator."

His time at Brigham Young led him further into his collegiate career. While traveling with the debate team, he met a man who would have a large influence throughout his life. W. Charles Redding was a speaker at one of the debate meets that Pace attended. He introduced himself to Charles and realized during his presentation to the debate team that Redding had taken a position at Purdue University. Pace followed his intuition and decided to go to Purdue and pursue his doctoral degree under the direction of Charles Redding. In 1960, Pace received his Ph.D. from Purdue University in Industrial Communication. He was one of the first doctoral students under Charles Redding. His doctoral dissertation was, "An Analysis of Select Oral Communication Attributes of Direct-Selling Representatives as Related to Their Sales Effectiveness." The subjects for this dissertation were Avon sales people who bought copies of his completed dissertation to have at the company headquarters. That was a minor landmark around the school; not too many people sell copies of their dissertations. He then worked for a year at Purdue University as an instructor in the Department of Communications.

University Career

Pace then was offered (and accepted) a position as Associate Professor at Parsons College in Fairfield, Iowa, in the Speech and Drama Department. The Chair for the Speech and Theatre Department at Parsons College was the individual who invited Pace in for the interview; he also was familiar with the work of Charles Redding. The Chair had told Pace that the reason he was invited in for the interview was because he listed organizational communication as his specialty, and he had been unable to find any other candidates who admitted to having a background in communications. The quality of his work led to his being selected as Department Chair in 1962. He described his work at Parsons as a fantastic experience, where the college was rapidly developing with enthusiastic faculty and some national publicity. One advantage of being at Parsons was its compensation that was quite a bit more than what others were offering for similar positions. Also, the President of the College was very insistent that Pace join them by giving him a local country club membership, a $5,000 interest free loan to buy a house, and the rank of Associate Professor. On top of all this, be got an additional $5,000 and a guaranteed $500 raise each semester he was employed there

While at Parsons College, he had a chance to explore another opportunity as they were on the trimester system. Under this system, faculty taught for two trimesters and then took one off. In 1961, he took his trimester off to serve as a visiting professor at Bowdoin College in Brunswick, Maine. Pace stated that his experiences there in the Department of English were very valuable, and he has fond memories of his time there. After this trimester, he returned to Parsons College to finish the year.

Pace was climbing through the ranks in the education field very rapidly and was greatly enjoying the work he was doing. His next move was to Fresno, CA, to California State University in the Speech Arts Division in 1962. He spent four years there as Assistant Professor and Head, Public Address and Communication Area. He also had the opportunity to work as the debate coach and enjoyed that work and travel tremendously. At Fresno, Pace hired new faculty members for the Speech Communications Area.

One of the most exciting and fulfilling career moves for him was to the University of Montana. He spent six years there as Professor and Chair in the Speech Communication Department. Here he was able to influence the program greatly and actually built the Speech Communication program, which was later renamed, Interpersonal Communication. As chair of the Department, he had a chance to hire many new faculty members. He called upon many past friends and colleagues to join him to build a strong foundation of highly talented professors to work in the field of communication. Pace was also the creator of one of the first courses in organizational communication, which was very cutting edge for that time.

From the University of Montana, he was hired away to the University of New Mexico as Chair of the Communication Department. In New Mexico, Estelle Zannes, a colleague of Pace's, said, "The best years were when Wayne was the chair. He brought his energy, enthusiasm, and good sense to the department." One of his major accomplishments here was the development of one of the first undergraduate programs in Organization

Development. This was seen also as very much on the cutting edge as far as curriculum development went at New Mexico. At this institution, he introduced a relatively new approach to the basic course in communication. It was handled more like a physics class, in which the faculty illustrated principles by conducting experiments and "interviewing students in the audience like Johnny Carson and talk-show hosts." Here, they also designed courses that could be taught using the large "kiva" or auditoriums to teach 300 students per section. This style was much more interactive and included a lot more student participation than similar courses in Montana.

Move to HRD

Pace's next move was to Brigham Young University in 1978. Here he established a program in Organization Communication that had significant national publicity. At this time, his career started to take a change in direction. In 1987 he took an exchange position at Brigham Young University in Hawaii (BYU-Provo and BYU-Hawaii had a common administration at that time) in Human Resource Development. This was a change from his strong background in communication and speech departments. Pace stated, "As I studied careers in organizational communication, I concluded that communication was the theory base for all programs that involved learning, that learning was simply a sub-division of communication." From this he wrote his first papers on "organizational communication as the theory base of training and development." From here he was invited to participate in the first conference on the academic preparation of practitioners in training and development sponsored by ASTD. At this conference he argued that "communication, not education, was the appropriate theory on which to base an academic program."

From here, he took a different position within Brigham Young University, transferring back to Utah in the Organizational Behavior Department in the Marriott School of Management. The management school in Utah resisted the addition of a human resource development department and eventually worked out a way to phase it out as it was seen as overlapping with much of the material that other management classes covered. The HRD program was disassembled by 1990, and there are no remaining elements of the program at BYU. (The same outcome has also occurred at BYU-Hawaii.) At this time, many communication departments were being torn apart and installed in different programs, while others were growing stronger. Pace stated his belief that the outcome depended on how well the department was established and also the image it was trying to hold up. Also, he stated, "HRD will never flourish in schools of management because they have incompatible driving forces."

There are many other significant contributions that Pace has made to the field of HRD. He attended and delivered papers at, and participated in, all three or four of ASTD's conferences on the Academic Preparation of Practitioners of HRD; and he established and advised the first official student chapter of ASTD at BYU-Utah and helped the chapter receive various national awards. He also helped create the Professor's Network of ASTD and served as founding co-chair; he served on ASTD's Professional Development Committee during the Standards or Competencies studies, participated in the design and implementation of the first competency study, and served as a role expert in both studies. Pace published three books on HRD, *Analysis in Human Resource Development and Organization Development* (1989), *Human Resource Development: The Field* (1991), and three editions of *Organizational Communication: Foundations for Human Resource Development* (1983, 1989, 1994). Finally, he served on the Executive Committee of the Management Development Professional Practice Area of ASTD and received an award for a *Bibliography of Literature on Management Development (1987)*, and he presented numerous papers on the theory and practice of HRD at professional meetings in the field of communication, broadening the understanding of HRD in other areas.

Personal Characteristics

This research has identified a number of personal characteristics possessed by R. Wayne Pace that have contributed to his success. Pace identified three such characteristics about himself: the tendency to initiate action, persistence in goal achievement, and the ability to make friends. Pace said that he has "a tendency to want to move things forward," resulting in action taken more frequently and quickly then may be the case with others. With goal achievement, Pace stated that he has the "tendency to pursue a goal with dedicated tenacity." Last, in Pace's mind, "he has been able to make and maintain friendships with a wide range of individuals who both agree and disagree with his own philosophy, but who are willing to continue to be friends."

His colleagues and friends also attributed much of his success to his personal characteristics. According to Baldridge (2001), "He has an enormous capacity for work, his determination to keep busy doing worthwhile things, his insistence upon sound scholarship, and his refusal to be thwarted by temporary obstacles." Pace was described by Eric Stephan (2001), a professor at BYU, as an "empire builder." His colleague described this concept as

meaning that, "when he comes into a situation, he immediately thinks about a way it is organized and how to make it better. Few people see how to improve something as quickly as Pace, and, therefore, they usually end up in his dust trying to figure out where he is taking things." Stephan also stated that Pace has a great philosophy on education: "Make knowledge useful."

There are many people on whom Pace has had a large impact or influence. The phrases that were heard most often in this research were that he was very supportive and encouraging of his co-workers, he was a joy to be around, and he was a "professor's professor." While he had fun, he always exemplified what a professor is supposed to do: explore new ideas, present papers, do research, and write books, but most of all help students to succeed. Pace made a big impact on Baldridge (2001), who stated, "Wayne's personality has had a decided effect upon me as it is nearly impossible to be anything but upbeat whenever he is around." Another quote from a colleague of his states, "If it hadn't been for Wayne's influence, I never would have seen the fun of writing articles and books." Pace has left a major impact on the people with whom he has worked.

Influencers

Not only did Pace influence many, but also there were many people who influenced Pace. In an interview, Pace listed three main influences on his life. The first of these is his spouse, Gae Tueller Pace. According to Pace, "she has been supportive through numerous major moves, cared for six children, and ensures some continuity in their lives as they entered and exited different cultures and crossed numerous time zones." Also, "her psychological, physical, and spiritual stability have sustained them through a vast number of dramatic changes."

The second most influential people in Pace's life have been his parents, Ralph and Elda Fernelius Pace. They were owners of a rural small business that dealt in general merchandise for farmers, ranchers, and miners. Pace, being the oldest, had the chance to participate in the business through various jobs, such as pumping gas, mixing milk shakes, and delivering bags of cement. Pace stated that his parents instilled in him the strong desire to perform well and to pursue higher education.

The person who influenced his professional career the most was Dr. W. Charles Redding, his major professor at Purdue University. Redding was the first person who served as an instructor, advisor, and friend to Pace, all three, and who also provided mentoring. He spent countless hours with Pace--redirecting his energies, taking him out on consulting jobs, and providing professional support, both in school and afterwards. Pace stated that even today he has a picture of Charles prominently displayed on a shelf in his office, just to make sure that his standards at least reach towards his.

Academy of HRD

One of the major contributions Pace has made to the field of human resource development has been the creation of the Academy of Human Resource Development. Richard Swanson (2001), a former President of the Academy, stated, "Wayne has expended a great deal of energy for the Human Resource Development profession during his distinguished career and was a perfect founding president of the Academy of Human Resource Development."

The vision of this entity evolved out of a proposal Pace prepared around 1983 for the establishment of an Academy of HRD at Brigham Young University. The original proposal was "designed to advance the academic program there and to establish a way to accept financial donations for support of faculty chairs and the academic program." This original proposal, however, never got underway. In 1992, Pace prepared and distributed a paper at a meeting of the Professor's Network of the American Society for Training and Development (ASTD) urging that an Academy of HRD be organized separate from ASTD. According to Swanson, "Wayne was positioned perfectly between the unwieldy Professors' Network of the ASTD that was represented by Karen E. Watkins and the elitist University Council for Research on HRD that was represented by Richard A. Swanson." He had three main reasons for making this proposal: HRD faculty could associate and fellowship with one another in a separate organization; HRD faculty could be stronger advocates for academic programs within an organization created to support academic programs; and HRD faculty would receive stronger support for their research efforts in a separate organization.

There were many goals and expectations that Pace had for this Academy of HRD. To be successful, Academy members would have to have a great dream, in which true success would come only from taking some very practical actions. The Academy must raise its own expectations by setting demanding goals and expressing high aspirations for the field. Pace raised three issues at the start of this organization: the members of the Academy must share specific research designs to advance the body of research; the Academy must become a powerful vehicle for supporting faculty who are attempting to establish and strengthen academic programs in colleges and universities;

and the Academy should provide information about HRD, academic programs, and graduates of those programs to employers to convince them to look for HRD graduates when they have openings.

The Academy has made many amazing advances throughout the years. However, according to Pace, the goals and expectations Pace held for the Academy have not all been met. Pace has expressed the wish that the Academy would do more in assisting faculty in establishing new academic programs and advancing the status of current programs. Another aspiration for the Academy was to function independently with a full-fledged international office. For some time, it had an executive director on loan from the University of Texas while attempts were made to raise funds to hire a permanent director. Unfortunately, they were unable to raise enough funds from training and development and consulting organizations to hire a full-time director, and this has resulted in great regret for Pace.

There was much effort and time involved in founding the Academy. Through some key contacts, he was able to organize an office and get it up and running. Robert Cox arranged for the Academy offices to be in the same building in Austin, TX, as the International Communication Association and agreed to serve as interim executive director until the Academy could make other arrangements. Tom Schindel, a graduate student at the University of Texas-Austin, agreed to serve as Office Manager. In spite of this help, "simply put, it is unlikely that there would be an Academy of Human Resource Development without Wayne," stated Swanson (2001).

Actual work on organizing the Academy began after the 1992 meeting of ASTD in late May or early June. Because of Pace's involvement in many organizations, he was well acquainted with the effort it would take to organize a group this size. Pace spent a lot of time on the phone and writing letters to enlist the support of faculty for the Academy. Starting with the roster from ASTD's Professors' Network, Pace selected fifty or sixty people who he thought would support the formation of this Academy and assigned each of them to a committee. These committees were all very much standalone as Pace did little consulting with them. He appointed chairs for each committee and asked them to contact their committee members and work from there. He gave each chair a detailed description of what he thought the committees should do but left most of it up to the individuals involved.

Pace wanted to make participating in the Academy a memorable occasion. His plan for this was to provide some mementos to those who attended the first meeting and made a contribution to the organization. Through making contact with several publishers, he managed to gather from $500 to $1,000 from each in donations to pay for these items. The mementos included pens with the Academy of Human Resource Development on them, post-it note holders with the name on them, charter member certificates, and certificates for Fellows of the Academy (a concept that has not continued).

A meeting was arranged at Georgia State University to review and edit the by-laws. A small group of three respected members were asked to review and make any editing changes to motions coming from the group. Everyone who attended the subsequent chartering meeting held just before the ASTD Conference in San Antonio, TX, was put into a self-selected group with the responsibility to review the proposed by-laws and motions for approval. Throughout the meeting there were obvious differences of opinion among the groups that resulted in heated discussions, but, nevertheless, by 4:00 p.m. on May 7, 1993, all provisions of the by-laws had been edited, moved, and approved. After this task was completed, papers were submitted to the U. S. Internal Revenue Service to establish the Academy as a not-for-profit corporation. Within the next few weeks, the charter membership list included approximately one hundred individuals. Pace was subsequently elected President of the Academy, an office in which he served for one year, followed by two years as Immediate Past President.

Wayne's Life Outside of HRD

Pace's professional career has made an impact on his family. Not one of his children went into the education field. One of his younger brothers ventured into teaching but retired early and is no longer teaching. His mother, Elda, is very proud of his accomplishments, and his spouse, Gae, and children are all very supportive.

Pace has also achieved major accomplishments outside of his career in Communication and HRD. As Pace stated, "Raising a family of six very self-sustaining children, who are all married, and by the year 2001 have provided me and my spouse with twenty grandchildren, is a major accomplishment."

He has had continuous activity in the Church of Jesus Christ of Latter-day Saints ("the Mormons") where the callings were often very demanding of his time and talent. He recently served as President of the Sunday School of a local unit of the Church in which he managed instructional programs for almost 200 members. There is a long history of involvement in the church that streams way back into his family's history. The long and powerful tradition has had a significant though subtle influence on his professional career. He has striven to live by two major tenets of the LDS church: experiences in this life are simply preparation for the next life, so how people develop their minds and bodies and carry out responsibilities here contribute to what they will be able to achieve later; and people should

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be honest, chaste, benevolent, and virtuous, and that they should obey, honor, and sustain the law. Pace has tried to live by these tenets and to allow these goals to affect his professional relationships.

Also, he was constantly involved in community-based organizations that were both a pleasure and a burden. Pace served in elected positions on the Board of Trustees of the Pace Society of America, "which is an association of people whose last names are Pace or who are descendants of Paces." The Board of Trustees is a group of thirty elected positions that publish the "Bulletin of the Pace Society of America" and holds an annual conference. He also served as President of a large chapter of the Sons of Utah Pioneers, and on the Board of local chapters of both Rotary International and Kiwanis International.

The Future

Pace's views on the future of academic programs in HRD are very enlightening. He thinks that most current academic programs will continue to be strengthened with the gradual addition of new faculty and an increase in students who select HRD as a major field of study. The resistance he has seen to HRD, he believes, will continue, but new academic programs in colleges may increase. The programs that seek to make knowledge useful so that students can compete with allied majors in the job market are most likely to succeed. Also, the elements of philosophy and practice of both organizational performance and organizational learning must be introduced into HRD academic programs in order for them to prepare students to compete successfully for jobs.

Pace is still active in this field of work. Presently he is a Professor Emeritus at Brigham Young University in the Marriott School of Management in the Department of Organizational Leadership and Strategy, from which he retired in 1996. Also, he is currently an Adjunct Professor at Southern Cross University in the School of Social and Workplace Development in Lismore, Australia, and will continue in this role until 2003.

Conclusion

R. Wayne Pace has had a prominent career, first in fields related to Communication and then in Human Resource Development. His many experiences have left a path for us to follow. He has been influenced by many successful figures, and, in turn, he continues to influence those around him. The career and life of this outstanding professional will always challenge those of us who follow to emulate his excellence.

Implications for HRD

First, it is critical that the field know and understand its pioneers and celebrate the contributions that they have made to the field. R. Wayne Pace is clearly one of those people whom the field needs to celebrate. Second, it is important for those who are entering the HRD field to know and understand its pioneers. Especially as the field matures, our pioneers who are aging will not be with us forever. It is important that we gather their information while they are still able to participate in developing this history. Third, Pace's life reveals the eclectic nature of the field, consistent with the findings of Worley and Feyerherm (2000) who found, in interviews with the early thought leaders in Organization Development, that their success was largely attributed to their "broad exposure and experiences to areas outside of the field of OD," with "almost half of the sample attributed their success to eclectic backgrounds, broad study curriculums, readings outside the field, and so on" (p. 10). We must resist the temptation of over-specialization in HRD. Finally, those who are in leadership roles in the Academy must continue to work to see that the founding vision of the Academy is fulfilled and that continuing efforts are made to expand that vision.

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Appendix: Questions for E-mail Interviewees

Research Questions for Wayne Pace

Personal
What are the personal characteristics you possess that you consider most important to your success? Why?
How has your personal connection with the Mormon Church affected your professional career?
Who has influenced you the most along your career path?
Outside of your career, what do you think have been your major accomplishments?

Family
How has your family affected your professional career? How did your career affect them?

Professional
When founding the Academy for Human Resource Development, what were your expectations or goals for the organization, and have they been achieved?
Please share with us some of the processes that were involved in the establishment of the AHRD.
Briefly, what have been the major influences in your career?
What have been the major obstacles for you to overcome in regards to your professional career?
What do you think your major contributions have been to the field of HRD?
What are your thoughts for the future of the field of HRD? Where do you see it going?
Where did your career start? Looking back at this, are you satisfied at how it progressed?
Who do you think have been the major contributors to the field of HRD?

Questions for Wayne Pace's Colleagues
(Please share stories with us, as well as answering the questions.)

How did you know Wayne? What were your connections?
How has Wayne influenced your career?
Besides your career, how has Wayne influenced you?
What do you feel are Wayne's major professional contributions?
To what do you attribute Wayne's success?
What do you admire most about Wayne?

HRD: A Perspective on the Search for New Paradigms in a Time of Crisis

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Human Resource Development (HRD) has emerged as a field from a wide variety of root disciplines. Using Kuhn's and Nagel's frameworks, this paper explores the death of the mixed paradigm for HRD and the need to find a birthing process for the field, even though this birthing process may result in a diversity of new paradigms. In this essay, readers are challenged to enter into a dialogue regarding this birthing process.

Keywords: Theory, History

Human Resource Development (HRD), as a field of intellectual inquiry, has evolved as a mix of theory and practice, coming a long way since the term was first introduced (by Nadler in 1969?) (Nadler, 1970). An outgrowth, in part, of the vocational education tradition, HRD was intended to encompass more than vocational education, to be seen and applied more broadly to workplace performance and learning, and to give more to practitioners. What follows is what we believe to be a challenging inquiry into the mix of theory and practice as they have evolved in HRD. We base our exploration on two classics from the philosophy of science--*The Structure of Scientific Revolutions* (Kuhn, 1970), and *The Structure of Science: Problems in the Logic of Scientific Explanations* (Nagel, 1961). We invite the readers to accompany us on this journey into the world of theoretical development in HRD and the creation of a structural process for theory advancement.

The Research Problem

The purpose of this paper, then, is to set the stage for a new dialogue on theory and its development in HRD. Historically, the field has been marked more by practice than theory. Thus, we intend to challenge the existing practical orientation of HRD as it is currently viewed and support the need for other paradigms as a perspective for further development of theory in the field of HRD.

Kuhn (1970) used paradigm to describe theories and other phenomena (p. 11), leading to some confusion with the way in which paradigm is popularly used today. He viewed the relationship as follows: "To be accepted as a paradigm, a theory must seem better than its competitors, but it need not, and in fact never does, explain all of the facts with which it is confronted" (pp. 17-18). This relationship is further explained as Kuhn stated: "A theory accounts for the effects seen/perceived and provides scientists with a common paradigm for their research" (p. 15). A theory is described by Kuhn as being "used to predict factual information of intrinsic value" (p. 30), with "the emergence of new theories" being "generally preceded by a period of pronounced professional insecurity" (pp. 67-68).

This paper, thus, explores the interface of theory and practice as it has influenced past paradigms impacting HRD, is influencing theories in HRD currently, and will influence the emergence of new paradigms of HRD in the future.

The Historical Setting

The evolution from vocational education was complicated and could be characterized as more heavily focused on practice than theory. The evolution probably began as a result of the Industrial Revolution. According to Gilley and Eggland (1989),

> the earliest forms of training, often referred to as vocational education, was (sic.) provided by the apprenticeship system in colonial America. Apprenticeships were designed principally for the education of the poor. During this period, the workplace was not seen as a primary environment for human learning. (p. 8)

HRD's early focus in practice are further exemplified by DeSimone, Werner, and Harris (2002), who argued that the early roots of HRD included three: apprenticeship programs, vocational education, and factory schools. Nadler and Nadler (1990) argued that the earliest form of HRD goes back to the beginning of time and is focused almost

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exclusively on on-the-job training. They claimed that the primary users of HRD were the military, religious groups, and governments, though others (such as seamen) were also included. According to Gilley and Eggland (1989), other roots of modern-day HRD, all with a practice or practitioner orientation, include Taylorism, the organizational implications of the famous Western Electric research, the human relations school of management during the 1950s, the behavioral science movement of the 1960s, the influence of the American Society for Training and Development (ASTD), and, finally, the influence of international competition. Swanson and Holton (2001) provided a complete chapter in their text, which provides coverage from the early Greeks and Romans up to the present day. Blake's (1995) history of HRD focuses almost exclusively on anecdotes related to the field of Organization Development. The Lee and Stead (1998) article focused on the last half of the last century in the UK, beginning with the Second World War, an important point in the development of HRD in the U.S., as well. Henschke (1999) traced the literature related to the history of HRD, providing a very useful bibliography. In addition, he recounted the development of HRD during the last decade of the last century, focusing on the performance-learning debate. Shaw and Craig (1994) provided a visual time line of the history of the field, though it is heavily biased toward a history of ASTD and its influence on the field. Interestingly, Rothwell and Kazanas (1989) did not include any reference to the roots of HRD nor to the process of evolution. Neither is this question addressed in a more recent book published in the UK (Walton, 1999).

While there has been considerable interest in HRD about the definition of the field, with emphasis on HRD as a field of practice (see McLean & McLean, 2001, and Weinberger, 1998, for a review of international and U.S. definitions of HRD), it appears that very little attention has been paid to the history of the field, particularly from a theoretical perspective. In spite of the numerous references above, all of the coverage is superficial with no in-depth analysis. In contrast, Kuo (2001) has completed a very detailed history of HRD in Taiwan. There, it is very clear that HRD, which is seen primarily as training, developed from a strong vocational education background that emerged from the birth of the country in 1949, along with considerable input from consultants from the U.S.

From the perspective of vocational education, a classic textbook in the field (Evans & Herr, 1978) made no reference to HRD, but the index has numerous entries under "Training." That is not too surprising as the term, HRD, was still emerging. Today, the former University Council on Vocational Teacher Education has been renamed (University Council on Workforce and Human Resource Education) and fully includes HRD. In fact, it sponsored a book entitled *Beyond Tradition: Preparing HRD Educators for Tomorrow's Workforce* (Stewart & Hall, 1998).

Moreover, with the change in name came profound changes in focus and orientation. In addition to the almost sole root of training, today, we look to apply the skills of the academic and practitioner researcher to questions of organizational performance and effectiveness, organizational change, knowledge management, continuous process improvement, career development, employee retention, organizational culture, globalization, and more.

Equally challenging is the fact that these changes have not been viewed in the same way, theoretically or practically, worldwide. McLean and McLean (2001) found, for example, that there is a strong emphasis on community development through HRD in Thailand, that HRD is used almost synonymously with Human Resources in China and France, that HRD refers almost solely to training in Taiwan, and so on. Thus, great caution must be exercised in assuming what is meant when someone uses the term, Human Resource Development, and what one is referring to in discussions of the concomitant theories of HRD.

This litany of invaluable developments on the technical and practice sides of HRD has not been fully matched on the theory front. It is the authors' perspective that the amalgam of ideas, concepts, practices, and perspectives which has been drawn together as HRD has not yet benefited from the richest possibilities of developments on the theoretical side, which is consistent with HRD being a normal science.

HRD as a Normal Science

While some may look at these varied developments and see them as disturbing or threatening, Kuhn (1970) would have proffered a different notion, advanced because of what he identified as the progress of a normal science. In the interest of brevity, only those items of particular interest will be referenced explicitly, though this whole section evolves from Kuhn. For Kuhn (1970), a normal science advances through three stages of paradigm development--birth, life, and death--in response to the need to solve problems for the field of inquiry. Paradigms succeed and take over from their predecessors or competitors because they provide richer answers to the questions of import and do a better job of predicting the results of empirical research investigations. Kuhn did not argue that any "dominant" paradigm answers all questions better than its competitors/predecessors, only that it does better in the preponderance of cases. Equally important for Kuhn is the idea that this evolution of a paradigm is not planned in the sense that researchers start out by calling for the replacement of one paradigm with another. We agree with this perspective. The process is developmental in that research, which reveals a developing inability to explain, makes it abundantly

clear that the existing paradigms are falling short, creating a crisis, and leading ultimately to the specification of new paradigms.

It is in the process of investigating the empirical phenomena of the field that the paradigm has meaningful existence–and in some sense lives and dies for Kuhn (1970). The paradigm first has value by revealing the underlying nature of things in solving problems through the provision of explanations of precision in a broader variety of circumstances, in a sense defining the significant facts of the field, and doing so better than its rivals do. But, Kuhn pointed out. initially, it likely might do so on a rather limited basis by solving only a few problems (p. 23). It then takes on value because of the predictions it can make about what is presently unknown but is revealed by further scientific investigation, here matching facts with theory. The third and subsequent stage of a normal science involves attempting to reach out to a far wider array of problems than is initially addressed, producing predictions over a vast assemblage of phenomena.

The varied intellectual threads that have come together as HRD could lead to a perspective somewhat different from that offered by Kuhn (1970)–a view that, rather than moving through the three stages, we are now facing the task of creating an entirely new paradigm woven from the whole cloth provided by the varied theoretical threads of the present disciplines suggested earlier. Such a position follows from the contention that, since HRD is but forty years old, its paradigm structure has not had the opportunity to evolve through the cycle of birth, life, and death spoken of by Kuhn (1970). Rather than a single-track evolution of intellectual inquiry, with one paradigm that is dying and others being birthed, HRD may be facing the potential demise of several paradigms as the field ultimately coalesces around those standards of scientific practice that allow furtherance of the tradition of scientific research. What this likely means is that HRD is facing the birth of paradigms of its own while working through the death of those paradigms that have supported the diverse fields that have been incorporated into the science that is HRD. This speaks to a greater burden upon the field than would be the case with a singular paradigm model proposed by Kuhn (1970).

Thus, it is here, in the third stage, death, where, we would contend, HRD as an amalgam of many fields now is – when it is apparent that the paradigm is falling short. As the acceptance of a paradigm grows, it becomes evident that it is not meeting the needs of the field. While it may provide predictions for a long list of phenomena, it also becomes evident that it is failing to be predictive of much of the richer array of empirical questions to which it is now being applied. While it may have been unable to address a few phenomena all along (which may have been acceptable because of its other successes), the paradigm now reveals its inability to be fully responsive to more and more of the empirical assessments to which it is put, creating a list of anomalies that grows. A major one, perhaps, is the ongoing concern of the field to determine ways to evaluate adequately its contributions to an organization. Other problems facing the field are significant questions about how adults who are fully developed can be changed; how to respond to a rapidly changing environment; how to deal with some of the most significant human issues of poverty, inequity, diversity, discrimination, and the like; determining individual learning styles and responding to them; and the inability of most people to deal with the ambiguities of life. It is this failure that now moves the field on to a new first phase of birth of new paradigms that will address these questions that are unanswered by existng paradigms.

Thus, what is particularly important at this juncture is that Kuhn would categorize these tumultuous experiences described above and expanded upon below as manifestations of a crisis within this field of intellectual inquiry. Kuhn (p. 67) called this awareness of crisis and theoretical anomaly the necessary precursors to acceptable changes (i.e., developments) in theory. What this involves, according to Kuhn, is wholesale destruction of existing paradigms and major shifts in the problems addressed and the techniques used in their investigation. We offer the following few examples as indicators of these shifts and changes in problems studied and techniques used as evidenced in HRD:

- Inability to provide an appropriate and practical model of evaluation. The complexity of the variables involved have made it impossible, to date, to provide evidence that HRD contributes to an organization's bottom line.
- Movement to qualitative paradigms rather than positivistic is requiring us to surrender the ability to predict.
- Difficulty in taking complex concepts and translating them into practical applications (e.g., through the use of Chaos Theory) brings charges from practitioners that research, and even the field, are irrelevant.
- Rampant tendency of practitioners to accept fads, without any evidence of successful application or sound theoretical constructs, has led many businesspeople and employees to see HRD as irrelevant and incompetent.
- Failure of HRD to impact the field; few practitioners are interested in, or aware of research, and so they do not refer to the research to find answers to business problems (McLean, 1998).

A recently convened Future Search Conference, co-sponsored by the American Society for Training and Development and the Academy of Human Resource Development (in June, 2001, in Orlando, FL), was intended to construct a future vision for the field. Over sixty participants represented most of the stakeholders in HRD. While it did have scholars and academics represented, practitioners were far more widely represented. From the authors' perspective, in spite of three days attempting to do so, the meeting was successful only in identifying 11 common

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ground statements about the field. Most of these points were conceptual rather than applied, and they did not push us into the future. A subgroup is continuing to work on conceptualizing a vision of the future; many emails and subsequent meetings have occurred in these efforts, but, to date, there is no indication that progress is being made. Why did the meeting fail to produce such a vision? Perhaps it was because of the methodology used. Perhaps it was a factor of those in attendance. But both of these factors are indicators of the current state of HRD.

If one still questions whether HRD is a field in crisis, one needs only to have attended the 8th annual conference of the Academy of Human Resource Development held in the Spring of 2001 in Tulsa, Oklahoma, for evidence. Our perception is that many of the sessions ended up in matches of vigorous (and healthy) debate with contrary positions taken and steadfastly defended, suggesting the search for a new body of theory. As Kuhn would have said,

> ... the emergence of new theories is generally preceded by a period of pronounced professional insecurity... generated by the persistent failure of the puzzles of science to come out as they should....Failure of existing rules is prelude to a search for new ones. (pp. 68-69)

That insecurity is marked by debate, disagreement, and competition as the old and the new (or the developing) contend for primacy in explaining a field's world of inquiry.

This issue also may be considered in light of some of the topics explored in theoretical presentations at the 2001 Academy of Human Resource Development conference:

"Indigenizing Knowledge Transfer" (McLean, 2001)
"Using a Human Capital Framework to Inform Human Capital Investment Decisions" (Provo, 2001)
"The Real Debate: Who (sic.) Does Human Resource Development Serve?" (Ruona, 2001)
"Theorizing Human Resource Development" (McGoldrick, Stewart, & Watson, 2001)
"A Multilevel Theory of Organization Performance: Seeing the Forest and the Trees" (Fisher, 2001)
"A Performance Perspective Synthesizing Intellectual Capital, Knowledge Management and Organizational Learning" (Arnett, 2001)
"Is Knowledge in the Head or in the World?" (Torraco, 2001) and
"The Theory Challenge Facing Human Resource Development" (Swanson, 2001).

It is clear that the conceptual questions and concerns illustrated here, while regarded as positively expansive in the eyes of some, also would be described as chaotic by those who are looking for a unifying theoretical framework upon which to focus the intellectual inquiry of HRD. Such a situation is indicative of the nature of a crisis, according to Kuhn (1970). As argued above, this is a crisis born out of an inability to explain rather than cries to reject any existing paradigms.

What is interesting about this chaotic state of affairs, and what we must remember, is that it is not unusual but rather self-generated in the progress of a normal science, contributed to by each of us as a result of our research efforts. That is, many of the problems noted above are truly the result of our attempts to understand more deeply and broadly as the field has evolved from its predecessor fields, leading to new challenges and attempts to address them. In some sense, the nature of a science sets the stage for its own destruction--at least in terms of its paradigm base--as it evolves in the nature of its inquiry. Indeed, just as we would contend that the physics of Maxwell (1878) is not the physics of Einstein (1945) and the physics of Hawking (1988) is like neither of these predecessors, we must face the fact that HRD in the 21st Century is like none of its predecessors, either. In fact, the Academy of HRD's "Scholar Hall of Fame" members (Channing Dooley, Malcolm Knowles, Lillian Gilbreth, Kurt Lewin, B. F. Skinner, Donald Super, Robert Gagne, Gary Becker, Leonard Nadler) (HRD Scholar Hall-of-Fame, 2001), given this reality, consists of people who no longer speak today to the world of the 21st Century. This is true even though the phenomena being assessed and measured often are the same across paradigms. Thus, while a physicist in the 18th, 19th, and 20th Centuries may have been trying to explain gravity and planetary movement with the paradigm of the day, there are now black holes to complicate that analysis.

The resolution of this intellectual crisis, and the movement to a new paradigm, is not without considerable work and substantial resistance (Kuhn, 1970, p. 74). The emergence of new theories that are able to unify the field will come only after there is general acceptance within the academic and professional communities of the failure of the field, such as those referenced earlier, to solve the new questions to which its attention is directed and a recognition of the need for something different. Indeed, Kuhn argued that this might take decades.

Part of what slows the advancement of a field of inquiry is the tenacious resistance of many in the science to give up what they have accepted as fact and accepted theoretical foundations. The field abounds with such examples: Knowles' (1984) andragogy, Kirkpatrick's (1959) 4-levels of evaluation, Swanson's (1995) 3-legged stool, McLean and Sullivan's (1995) Action Research Model for OD, Cooperrider's (1986) concept of OD as Appreciative Inquiry, and Dannemiller's (2000) Large Scale Intervention Event. Such a list of such concepts is almost endless. In large part this stems from the fact that the traditional does work in dealing with *some* problems, creating a tendency to cleave to it in spite of evidence that it is no longer providing the comfortable answers it once did. Thus, Kuhn

(1970) pointed to the strong resistance to the "new" ideas of Copernicus (p. 67), Newton (p. 12), Priestley (p. 54), and others as evidence of how clinging to the traditional theoretical foundation slowed substantially the progress of science. Such resistance certainly exists in the field of HRD as well.

Proposals for New Directions

Readers may feel that they are alone in the academic wilderness among social scientists, treading on new ground in trying to deal with crisis in their discipline. But such is not the case. For example, T. W. Hutchinson directed an essay in *Knowledge and Ignorance in Economics* (1977) to "'Crisis' in the Seventies: The Crisis of Abstraction." The problems were raised by much of the research activity of the economists of the day failing to address real-world problems, the work published was based on an extreme of abstraction, and economics was failing to account for the role of history in its work (Hutchinson, 1977). Indeed, there is no evidence that this crisis has been resolved through a movement to a new paradigm some three decades later. One has only to look to the annual presidential addresses of the leader of the American Economic Association for confirmation of this. See, for example, Eisner (1988), Debreu (1990), and Harberger (1998) for continuing discussion of particular aspects of this "crisis."

Recognizing that we are not alone in HRD as a discipline in crisis should be the first step in convincing us that we are on the first steps of a great journey--a difficult, challenging, and ultimately rewarding one. It seems appropriate to offer some road maps and guideposts that will assist us in our search. We do not offer all of the answers, for we do not know them yet. What follows is our perspective only; we recognize that other perspectives exist, and we ask those who understand and support them to join us in the journey. Our objective is to initiate and facilitate a dialogue in order to obtain new answers and insights, while having no preordained specifications as to what they should be. We seek broad participation and involvement, not limited and rigidly focused discussion.

Perhaps the first point we need to recognize clearly is that our discipline falls within the realm of "social science" as classified by Nagel (1961) in his work on scientific explanation. In no way meant to diminish this work, Nagel was offering a framework for our research approach, consistent with the tradition of scientific inquiry, while encompassing the methods and methodologies we use to address the particular nature of social science problems. In this recognition, Nagel focused on the uniqueness of research in fields like HRD and suggested direction for the pursuit of our work.

Foremost in Nagel's (1961) classification of social science, and what is dealt with explicitly in his book, is that we must not--and indeed cannot--do our research and theory building in precisely the same way the chemist, physicist, or botanist does. This does not mean we do not do scientific experiments; rather, the nature of those experiments is different. Nagel pointed to the "controlled experiment" or the "controlled investigation" as the indispensable approaches we social scientists must use in our inquiries. We do not generally utilize the rigidly controlled laboratory environment or research regimen/controls the hard sciences offer, but, instead, we must use different approaches and techniques that are customized to our ends in our quest for answers.

Nagel, in analyzing our work as social scientists, might be described as pointing out that ours is a far more difficult field of research inquiry than is found in the hard sciences. First, the variables we investigate are far more complex in many situations. Thus, while it may at first blush appear easier to assess training effort than it is to measure gravity, the reality is that "effort," and its various dimensions, is a far more complex variable than is gravity and that puts us to the test as researchers. Similarly, an intervention to improve productivity is a far more difficult enterprise than the attempt to obtain a better estimate of the speed of light. Here, the basic meaning of productivity is a question of enormous weight, and individual definitions will yield different levels of success; speed, or more precisely velocity, suffers from no such definitional questions (although the measurement questions may be profound).

A second clear difficulty we face in the social sciences is that our research methods may interfere with or in some way alter what it is we are trying to measure. In the first instance, what this means is that, by deciding what we study and then by doing the inquiry, we may actually affect the results of our efforts. The idea of a self-fulfilling prophecy comes to mind here, where sufficient concern about the existence of a particular phenomenon may lead to its occurrence.

Nagel (1961) pointed to a third challenge we face as social scientists trying to answer questions of scientific import, a difficulty that may substantially slow our efforts to find theories appropriate for HRD. It is easy, and quite natural, for us to ask questions of "Why.....?" as it is often important to us to find out why certain designs, efforts, programs, and projects do or do not work. Such an approach to intellectual inquiry is something we are always quite comfortable with because our efforts to improve always press us to identify the limitations in what we have done and eliminate them as we move forward. Nagel, however, pointed out that for theorizing in the social sciences we need to focus on the "how's" of the phenomena we are trying to explain. The problem of how versus why surfaces

frequently because of improvements in our ability to analyze and quantify empirical results. As our tools – particularly the quantitative/statistical ones –become more sophisticated and applicable to a wider range of problems and questions, meaning they are or appear to be more useful, it is easier for the focus to be on them and their explanation of "why" things happen than on the crucial theoretical interest of "how" things happen.

We now turn to the final consideration that makes the task of theory construction in HRD so very challenging– the value-oriented biases that we bring to our inquiry (Nagel, 1961). We can bring a sense of right and wrong, individual perspectives on what the social order should be, personal standards of what is socially significant to the research we conduct–and cloud our research in the process. Here, Nagel pointed out that our knowledge of this difficulty allows us to separate our values from the theory, to be honest to our results and to those who read them, and–more importantly–to isolate the conceptual framework we wish to identify. Put differently, we are charged with recognizing our value systems as generating a caveat to our work but not as applying a brake to it; our challenge is to provide the clarity and separation to make this distinction a valid one, apparent to all who follow and work with our efforts.

A major shift in research paradigm has occurred and is continuing within HRD. While many of those who earned their doctorates prior to 1970 were steeped in positivistic approaches to research as the *sole* research paradigm, the field has moved rapidly in other directions, including, today, interpretive, critical science, ethnographic, phenomenological, case studies, action research, and many other paradigms, and there is no longer the illusion that there is "one answer" to find.

Where Do We Go from Here?

What must we do as we attempt to find the new paradigms for the field of Human Resource Development. While not an exclusive list, we propose the following.

1. Continue the search for theories at all levels of analysis; to seek the one grand theory for HRD at this point would seem to be of little value in our quest.
2. In all of our work, ask the question, "how?"
3. Begin a search of alternative fields of inquiry which may--or may not--appear to be related to HRD.
4. On an international basis, obtain/create a taxonomy of what is believed to be important HRD outcomes in different countries and cultures.
5. Despite what has been said herein, seek to identify the international differences that make HRD inquiry varied across national/regional boundaries.
6. Explore more deeply what paradigms for HRD might best enable the field to contribute to the eradication of human rights violations across the globe.
7. Expand rather than contract our thinking–it is far too easy to keep our inquiry consistent with what we already know or desire to cling to from the existing paradigm rather than moving forward.
8. Ask basic questions, more basic than we typically have the courage to do:
   Why are we here?
   What are we trying to accomplish?
   Are we making a difference? If so, how?
9. Raise and discuss the issue of whether, given a particular national/cultural milieu, one, two, three, or more theories is/are appropriate.
10. Look to this inquiry as a challenge rather than a threat.
11. Expect the answers to come slowly--not quickly –as the search is likely to be a lengthy one.
12. Set up a "theory" chat room on the World Wide Web where theories/ideas/concepts can be put forth, explored, and argued. (This is something that the Academy could facilitate.)
13. Focus and refocus our thoughts at every opportunity to ask repeatedly the question, "How?" even as we ask the question, "Why?"
14. Recognize the existence of theoretical bases from economics, systems, psychology, and other disciplines that we have built upon in the past but also recognize that they are likely ultimately to prove deficient for HRD in the future.
15. Organize a theory-wide search effort, attempting to pull together those theories and elements of theories from any source that might play a role in explicating HRD activities.
16. Recognize that it may not be possible for HRD theory to be based on existing theory, particularly theoretical models from other fields of intellectual inquiry.

17. Organize theory sessions at the AHRD conferences where individuals concerned about theory can submit a brief list of concerns/ideas/structures/issues/suggestions in advance that could then be distributed in advance to those interested for discussion and analysis by the group in a working session environment.
18. Seek to identify the differences between causality and the underlying mechanisms of any processes we are investigating.

Conclusion

Obviously, one major conclusion to be drawn from the above analysis is that the theoretical crisis in HRD will be difficult to solve, perhaps taking the decades noted by Kuhn (1970). But that should not discourage us as the journey promises to be a valuable one that adds valuable insight to the field.

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